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ABSTRACT

The Texas Education Agency has developed this guide to assist members of local textbook committees who are responsible for studying and selecting textbooks and learning systems for use in Texas school districts. The State Board of Education has approved all the listed textbooks, but it does not recommend specific books. Rather, general criteria for selecting each category of textbook are set forth so that committee members can select texts in accordance with local needs. The new textbooks approved for adoption by the state board are listed in the following categories: business education, English language arts, fine arts, languages (Spanish), mathematics, prekindergarten and kindergarten education, science, and social studies. (TE)

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Introduction

The Texas Education Agency has developed New Textbook Adoptions: A Guide for Selecting Textbooks to assist members of local textbook committees who have the responsibility of studying and selecting books and learning systems for use in school districts.

District personnel may remove the staples in the guide and reproduce and distribute individual pages to appropriate committee members who will be reviewing textbooks. Each committee member should also receive a copy of this Introduction.

The State Board of Education has approved all textbooks listed; however, it does not recommend specific books. Committee members must make individual book selections. In some of the textbook categories, committee members should consider the feasibility of multiple selections to provide a wider choice of textbook material that will meet a range of student needs. In addition, multiple selections might provide educators more flexibility in planning for continuous progress, alternate education programs, and individualized instruction. Committee members should carefully study local needs before selecting texts and learning systems.

To aid textbook selection committees in their task, this guide includes factual information about books in each textbook category listed in Proclamation 63 and gives criteria for their selection.

TEXTBOOK CATEGORIES

New textbooks approved for adoption by the State Board are listed in the following categories:

BUSINESS EDUCATION
Business Communications
Business and Consumer Law
Business Mathematics

ENGLISH LANGUAGE ARTS
Introduction to Speech Communication
Reading Improvement, Grades 7-8
Speech, Grades 7 and/or 8
Spelling, Grades 1-8

FINE ARTS
Choral Music, Grades 7 and/or 8
Vocal Music, Grades 7-8

LANGUAGES
Spanish as a Second Language Learning Systems, Grades 1-3

MATHEMATICS
Analytic Geometry
Elementary Analysis
Probability and Statistics

PREKINDERGARTEN AND KINDERGARTEN EDUCATION
Kindergarten Learning Systems (English/Spanish)
Supplementary Prekindergarten Learning Systems
(English/Spanish)

SCIENCE
Introductory Physical Science
Physical Science

SOCIAL STUDIES
Economics
Social Studies Basic Learning Systems, Grades 1-2
(English/Spanish)
Social Studies, Grades 3-6 (English)
Social Studies, Grades 3-5 (Spanish)

Key to Codes

Codes indicating the availability of teacher material are as follows:

G .....guide

K .....key

M .....manual

RG .....resource guide

TAE or ATE .....teacher's annotated edition

TE .....teacher's edition

TE2 .....teacher's edition, two parts

TM .....teacher's manual

TRB .....teacher's resource book

TRG .....teacher's resource guide

Business Communications

Textbooks for Business Communications should provide material for the development of an integrated approach to communications--writing, listening, and speaking.

In the overall coverage of communications skills, the major focus of the content should help students to:

- refine basic grammar and writing skills
- express thoughts logically and sequentially
- apply accepted standards in capitalization, number expression, and abbreviations
- expand business vocabulary with emphasis on spelling
- locate, organize, and use supplementary resources
- choose language, style, and format appropriate to the message's purpose and audience
- adhere to characteristics of good communications

The content in listening skills should include opportunity for students to:

- differentiate between hearing and listening
- provide verbal feedback
- observe nonverbal feedback
- write or repeat information and instruction
- write summaries of meetings

Oral communication coverage should provide opportunity for students to:

- articulate sounds and words
- interact in group activities
- select and use speech form and style appropriate to audience and purpose
- use proper telephone techniques
- make oral reports and presentations

The development in written communication should teach students to:

- compile a checklist for techniques of effective writing
- plan, organize, and outline messages
- follow accepted formats of business letters
- achieve effective tone and style in letters
- edit for coherence and unity
- proofread for spelling, grammar, syntax, punctuation, and accuracy
- prepare reports

Content should provide information concerning current electronic methods of transmitting and receiving communications related to course content.

CRITERIA FOR SELECTING TEXTBOOKS

The textbooks should provide:

- sufficient coverage of each essential element and subelement of instruction to ensure understanding, development, and mastery
- instructional materials for two semesters
- a readability level appropriate to Grades 10-12
- activities designed to develop skills in writing, listening, and speaking
- a variety of forms for emphasizing the purposeful learning of language for effective communications, written or oral, for a broad range of audiences
- activities emphasizing grammar skills
- activities expanding business vocabulary and spelling

The teacher's edition should provide:

- explanation of the organizational approach used in presenting the instructional material
- goals and/or objectives for the instructional units
- essential background information
- a variety of instructional strategies and activities for achieving unit or chapter objectives

- ways to adapt instruction to differing levels of student abilities
- techniques to teach students how to think critically, locate resources, analyze information, and organize thoughts prior to writing and speaking
- various means of assessing student achivement
- charts that correlate the essential elements with course content

TEXTBOOKS ADOPTED BY THE STATE BOARD OF EDUCATION

Business Communications (G/KEY), Glencoe Publishing Company

Business English and Communication (TE), Gregg Division/McGraw-Hill Book Company

Business Communication for the Information Age (ATE), Harcourt Brace Jovanovich, Inc.

Business Communication Today (TRB), National Textbook Company

Effective Business Communication (M), South-Western Publishing Company

Business and Consumer Law

Textbooks for Business and Consumer Law should provide for the students' development of fundamental concepts of business law that include:

- the court system: origins and rationale; distinctions between constitutional, statutory, common, and administrative law; between a felony and a misdemeanor; between a tort and a crime
- contracts: essentials for enforcement; rights and obligations for both assignor and assignee
- purchases of goods and services: definitions of purchasing contract; essentials of a negotiable instrument; holder of negotiable instrument in due course and liability for a negotiable instrument; express and implied warranties by the seller; debtor and creditor relationship; consumer protection laws
- personal and real property: distinctions between personal and real property, between bailment and sales relationship; rental contracts and leases, rights and obligations of landlords and tenants
- economic protection: importance of wills; distribution priority of estate with no will
- agency and employment: obligations of each party to an employment contract; liability of a principal to a third party for acts of agent or employee

Content should provide information concerning current electronic methods of accessing database information related to course content.

CRITERIA FOR SELECTING TEXTBOOKS

The textbook should provide:

- sufficient coverage of each essential element and subelement of instruction to ensure student understanding, development, and mastery
- instructional materials for one semester
- a readability level appropriate to Grades 11 and 12
- a variety of activities designed to develop critical-thinking and problem-solving skills
- activities designed to increase vocabulary

. instructional emphasis on applicability to everyday life

The teacher's edition should include:

. goals and/or objectives for instructional units or chapters

. essential background information

. ways to adapt instruction to differing levels of student abilities

. various means of assessing student achievement

. charts that correlate the essential elements with course content

TEXTBOOKS ADOPTED BY THE STATE BOARD OF EDUCATION

Business Law (M/KEY), Glencoe Publishing Company

Understanding Business and Personal Law (TE/M & KEY) Gregg Division/McGraw-Hill Book Company

Business Law: Principles and Practices (M), Houghton Mifflin Company

Applied Business Law (M), South-Western Publishing Company

Business Mathematics

Textbooks for Business Mathematics should provide for the refinement of basic computational skills as well as concepts and applications for calculations of personal business problems and business-related problems.

Basic mathematics skills should focus on:

- refining skills and developing speed in performing calculations
- developing logical approaches to solving business problems
- solving business-related metric problems

Emphasis on personal business problems should inclue:

- making price comparisons
- determining cost of borrowing
- comparing interest costs of different lending agreements
- computing travel expenses including costs of operating an automobile
- differentiating between simple and compound interest on savings
- calculating the rate of income on bonds and the cost of purchasing stocks
- using an amortization table
- figuring property tax rate
- figuring income tax when itemizing deductions

Business-related problems should cover such items as:

- pricing merchandise based on cost price and selling price
- calculating payrolls
- determining cost of production
- calculating cost of goods sold
- computing sales commissions and selling cost percentages
- calculating depreciation expense

- constructing graphs, charts, and tables depicting the results of business operations

The content should also provide for a study of flowcharting and interpretation of computer printouts as well as contain information on current electronic methods of transferring funds and accessing information related to course content.

CRITERIA FOR SELECTING TEXTBOOKS

The textbook should provide:

- sufficient coverage of each essential element and subelement of instruction to ensure student understanding, development, and mastery
- instructional materials for two semesters
- activities and exercises for students to practice and refine basic computational skills using both paper/pencil and calculator methods
- exercises and activities for students to develop critical-thinking and problem-solving skills
- logically sequenced activities and procedures
- readability level appropriate for Grades 10-12

The teacher's edition should provide:

- goals and/or objectives for the instructional units
- essential background information
- ways to adapt instruction to differing levels of student abilities
- variety of instructional strategies and activities for achieving unit or chapter objectives
- various means of assessing student achievement
- charts correlating essential elements with course content

TEXTBOOKS ADOPTED BY THE STATE BOARD OF EDUCATION

Business Mathematics (TAE), Glencoe Publishing Company

Business Mathematics (TE), Gregg Division/McGraw-Hill Book Company

Business Mathematics (TE), Houghton Mifflin Company

Applied Business Mathematics (TE/KEY), South-Western Publishing Company

Introduction to Speech Communication

Textbooks for Introduction to Speech Communication should provide material that helps students develop competencies and skills in effective and responsible communication on intrapersonal, interpersonal, small group, and public levels.

CRITERIA FOR SELECTING TEXTBOOKS

The textbooks should:

- include instructional content related to the essential elements for Introduction to Speech Communication
- include sufficient instructional material for two semesters
- have a readability level appropriate to high school students in the course

A teachers' manual or edition should accompany the textbook and should:

- provide background information to teach particular instructional units or chapters
- include goals or objectives for the instructional material in the textbook
- suggest a variety of instructional strategies and procedures
- list suggested professional readings and supplementary instructional materials

TEXTBOOKS ADOPTED BY THE STATE BOARD OF EDUCATION

Effective Speech (TE), Glencoe Publishing Company

Speech for Effective Communication (M), Harcourt Brace Jovanovich, Inc.

Dynamics of Speech (TRB), National Textbook Company

Speech: Exploring Communication (TRB), Prenctice Hall Allyn and Bacon

Reading Improvement, Grades 7-8

Reading Improvement textbooks should contain well-written and carefully edited stories, poems, and plays that have literary merit. The textbooks should provide examples of well-organized prose and should be attractive, interesting, and appropriate to the students assigned to that grade.

A teacher's edition should accompany each textbook in a series and should:

- provide objectives for each lesson
- include suggested instructional approaches, teaching strategies, alternative reteaching techniques, suggestions for enrichment, and review activities
- provide evaluative materials for assessing student progress including suggestions for informal diagnostic procedures for placement purposes and for measuring mastery of the reading skills

CRITERIA FOR SELECTING TEXTBOOKS

Each textbook should include the following essential elements (skills):

- word attack skills to decode written language
- vocabulary development to understand written material
- comprehension skills to gain meaning from whatever is read
- reading skills applied in a variety of practical situations

Local textbook committee members should consider other characteristics that can affect comprehension such as:

- content coverage
- instructional activities and evaluation strategies
- illustrations and format
- organization of content for effective learning
- reliability of authorship

Publishers were required to use the Harris-Jacobson Readability Formula for determining the reading level of

each textbook. However, these readability levels should not be the sole index for determining the level of text difficulty. Other characteristics that can affect comprehension include content difficulty, organization of ideas, the author's style, page layout, and the reader's interest, motivation, and purpose for reading. These characteristics should also be considered when evaluating textbooks.

The following recommendations are suggested ways to improve the textbook evaluation process:

- Local textbook committees should be provided enough time to carefully review each of the textbooks under consideration.

- Local textbook committees should examine the individual needs of their districts and establish any necessary additional criteria for textbook selection.

- Local textbook committees should be provided some direction in terms of how they will evaluate and select textbooks. This may be formal training or simply sharing information on the textbook selection process.

Because the reading of textbooks often is the sole source of reading instruction in many classrooms and because reading ability impacts a student's performance in all other subjects, the selection of quality texts is critical. The establishment of sound textbook adoption procedures where adequate time and criteria are provided is the first step to quality reading instruction.

TEXTBOOK SERIES ADOPTED BY THE STATE BOARD OF EDUCATION

Grade 7

Journeys, A Reading and Literature Program with Writing Supplement: Arrivals Revised Edition (M/Tests), Harcourt Brace Jovanovich, Inc.

New Directions in Reading: Passages/Ventures (G/TRB), Houghton Mifflin Company

Reading Express: Noble Pursuits (TE), Macmillan Publishing Company

Scope English Anthology Level 1 (TRB), Scholastic, Inc.

Quest: High on a Mountain/In Another World (TRB), Scholastic, Inc.

Focus: Wonders and Winners (TE), Scott, Foresman and Company

Grade 8

Journeys, A Reading and Literature Program With Writing Supplement: Banner Revised Edition (M/Tests), Harcourt Brace Jovanovich, Inc.

New Directions in Reading: Orbits/Voyagers (G/TRB), Houghton Mifflin Company

Reading Express: Lofty Achievements (TE), Macmillan Publishing Company

Scope English Anthology Level 2 (TRB), Scholastic, Inc.

Quest: Just a Matter of Time/Keeper of the Light (TRB), Scholastic, Inc.

Focus: Sights and Sounds (TE), Scott, Foresman and Company

Speech, Grades 7 and/or 8

Speech textbooks adopted for use in Grades 7 and/or 8 should provide material for instruction in the processes of intrapersonal, interpersonal, and group communication. They also should include content on the preparation, delivery, and evaluation of public speeches and oral interpretation of literature.

CRITERIA FOR SELECTING TEXTBOOKS

The textbooks should:

- include instructional content related to the essential elements for Speech, Grades 7 and/or 8
- include sufficient instructional material for two semesters
- have a readability level appropriate for students in Grades 7 and 8
- contain a wide variety of activities for students in Grades 7 and 8

A teacher's manual or edition should accompany the textbook and should:

- provide background information for teaching particular instructional units or chapters
- include goals or objectives for the instructional material in the textbook
- suggest a variety of instructional strategies and procedures
- list suggested professional readings and supplementary instructional materials

TEXTBOOKS ADOPTED BY THE STATE BOARD OF EDUCATION

Communication: An Introduction to Speech (TRB), Prentice Hall Allyn & Bacon

The Basics of Speech (TRB), National Textbook Company

Spelling, Grades 1-8

Spelling textbooks for Grades 1-8 should help teach students to learn and apply basic spelling generalizations and exceptions, to memorize sight words, to use a systematic method to spell words independently, and to proofread their own spelling.

CRITERIA FOR SELECTING TEXTBOOKS

The textbooks for spelling, Grades 1-8, should include the following:

- content and activities that reflect the results of current research in spelling and in language learning
- a variety of instructional approaches and activities for students' individual learning styles
- material for the development of the following skills at the appropriate grade levels:
  - .. learning basic phonetic spelling generalizations and exceptions
  - .. analyzing a systematic method to spell words independently
  - .. spelling increasingly complex words
  - .. applying common generalizations about spelling
  - .. proofreading for spelling
- instruction appropriate to the students' developmental levels
- at each grade level, words that research has shown are in students' vocabularies and that they use in their writing
- instruction that reflects the interrelationship of all the language skills--listening, speaking, reading, and writing
- provision for an active student involvement with both spoken and written language
- content that generates an awareness of the importance of correct spelling in effective writing
- organization that allows teachers to make provisions for variations in knowledge, learning abilities, and learning rates of students

A teacher's edition or an annotated teacher's edition should accompany each textbook.

TEXTBOOK SERIES ADOPTED BY THE STATE BOARD OF EDUCATION

HBJ Spelling, Signature Edition, Levels 1-8 (TE), Harcourt Brace Jovanovich, Inc.

Houghton Mifflin Spelling, Levels 1-8 (TE/TRB), Houghton Mifflin Company

Spelling for Word Mastery, Grades 1-8 (TE), Charles E. Merrill Publishing Company

Riverside Spelling, Levels 1-8 (TE/TRB), Riverside Publishing Company

Scott, Foresman Spelling, Grades 1-8 (TE), Scott, Foresman and Company

Laidlaw Spelling, Grades 1-8 (TE/TRB), Scribner Educational Publishers

Spelling Connections: Words Into Language, Books 1-8 (TE), Zaner-Bloser, Inc.

Series S: Macmillan Spelling, Grades 6-8 (TE), Macmillan Publishing Company

Choral Music, Grades 7 and/or 8

Choral music textbooks for Grades 7 and/or 8 should present content in a performance-based instructional arrangement; the content should be appropriate to the grade levels specified.

CRITERIA FOR SELECTING TEXTBOOKS

The textbooks should include materials on:

- vocal technique (breathing, tone production, diction, vocal development)
- choral technique (balance, blend, intonation, tone, precision, expression, interpretation)
- music theory (knowledge and use of the grand staff, pitch and rhythmic notation, key signatures, meter signatures, musical symbols, dynamic markings, form)
- sign-singing method or program (exercises that provide for continuous progress of student note-reading skills development)
- music history and literature (correlation of historical development of music with other art forms and significant historical and political events)
- performance (a variety of selections suitable for performance by Grade 7 and/or Grade 8 choral groups)
- creative self-expression and careers in musical performance

A teacher's edition or manual should accompany the textbook and should:

- correlate directly with the student textbook
- expand information included in the student textbook
- include warm-up exercises
- include methods for diagnosing problems in tone production and technique
- suggest methods for using the musical score for teaching theory, form, and analysis
- contain additional exercises for improving music reading skills
- suggest adaptation techniques for adjusting musical

arrangements to meet unique needs of the adolescent singer

- provide a listing of recordings suitable for use in critical listening instruction

TEXTBOOKS ADOPTED BY THE STATE BOARD OF EDUCATION

Sing! (TRG), Hinshaw Music, Inc.

Something New to Sing About (TM), Glencoe Publishing Company

World of Choral Music (TE), Silver Burdett and Ginn, Inc.

Vocal Music, Grades 7-8

Textbooks for Vocal Music include two categories, one for Grade 7 and one for Grade 8. The books should provide materials that enable students to continue to develop music concepts and skills introduced in the elementary grades. The books should reflect the philosophy that understanding music is achieved through many experiences with and participation in music.

CRITERIA FOR SELECTING TEXTBOOKS

The content should be appropriate to the grade level intended in terms of reading level, voice range, and interest and should be organized in units of study for course length of either one or two semesters.

The textbooks should include materials on:

- basic music theory (use of grand staff, pitch, rhythm, meter, musical symbols and terms)
- singing techniques (breathing, diction, tone production)
- instruments (historical development, recognition via sight and sound)
- music history and literature (works from all major historical periods, lives and works of major composers)
- performance (varied group sizes, audience etiquette)
- relating music to other subjects
- relating music to daily living, both as recreation and as a career choice

A teacher's edition should accompany the textbook and should:

- be usable as a basic information source for instruction
- include exemplary unit tests suitable for teachers to use to test students' mastery of unit objectives
- include a listing of recordings of music exemplary to each historical period of music development appropriate for student listening
- correlate the essential elements of instruction with the content of the book

TEXTBOOK SERIES ADOPTED BY THE STATE BOARD OF EDUCATION

Grade 7

Holt Music, Grade 7 (TE), Holt, Rinehart and Winston, Inc.

World of Music, Grade 7 (TE), Silver Burdett and Ginn, Inc.

Grade 8

Holt Music, Grade 8 (TE), Holt, Rinehart and Winston, Inc.

World of Music, Grade 8 (TE), Silver Burdett and Ginn, Inc.

Spanish as a Second Language Learning Systems, Grades 1-3

Learning systems for Spanish as a Second Language (SSL), Grades 1-3, should provide a program that introduces the essential elements of Level I and that begins the development of proficiency in the linguistic skills (listening, speaking, reading, writing) and culture.

CRITERIA FOR SELECTING LEARNING SYSTEMS

Learning systems for SSL, Grades 1-3, should provide:

- sufficient instructional material for a full year's program that meets a minimum of three sessions weekly (60 minutes per week)
- instructional activities designed to develop proficiency in the linguistic skills--listening, speaking, reading, writing
- activities for individual study and for learning in large and small groups
- a variety of student instructional resources, including such items as single and fold-out pictures, maps, etc.
- a variety of multimedia instructional resources for teacher use, including such items as records, audio tapes, charts, transparency masters, patterns, etc.

The teacher's manual should include the following:

- a scope and sequence of concepts, attitudes, and skills
- an inventory of components of the system
- clearly defined learning objectives and descriptions of the activities that will help students achieve them
- provision for addressing different levels and modes of learning
- instructional strategies
- evaluation strategies
- a list of materials needed to teach the activities
- instruction on how to use the system
- suggested ways of assessing student progress in the content

. integration of the essential elements of other subject areas as appropriate

LEARNING SYSTEMS ADOPTED BY THE STATE BOARD OF EDUCATION

¡Viva el Español! Learning System A, National Textbook Company

¡Viva el Español! Learning System B, National Textbook Company

¡Viva el Español! Learning System C, National Textbook Company

Analytic Geometry

Textbooks for Analytic Geometry should be designed for students who have completed Algebra I, Algebra II, Geometry, and Trigonometry. The text selected should contain sufficient material to adequately address the content of the course and to provide enrichment experiences for average and advanced students.

CRITERIA FOR SELECTING THE TEXTBOOK

Textbook selection committees should review the text to ensure that:

- all essential elements of instruction for Analytic Geometry are covered thoroughly
- topics are presented in a clear, sequential development
- topics are developed with an emphasis on problem-solving and thinking skills
- ample applications of concepts are included
- ample material for review, maintenance of skills, enrichment, and motivation is provided
- a variety of methods is used to develop concepts
- appropriate tables and references are presented

A teacher's edition or manual that provides solutions to exercises in the student textbook should accompany the text.

TEXTBOOK ADOPTED BY THE STATE BOARD OF EDUCATION

Analytic Geometry, 6th Ed.(TM), Addison-Wesley Publishing Company, Inc.

Elementary Analysis

Textbooks for Elementary Analysis should be designed for students who have completed Algebra I, Algebra II, Geometry, and Trigonometry. Texts selected should contain sufficient material to adequately address the content of the course and to provide enrichment experiences for average and advanced students.

CRITERIA FOR SELECTING TEXTBOOKS

Textbook selection committees should review texts to ensure that:

- all essential elements of instruction for Elementary Analysis are thoroughly covered
- topics are presented in a clear, sequential development
- topics are developed with an emphasis on problem-solving and thinking skills
- ample material for review, maintenance of skills, enrichment, and motivation is provided
- a variety of methods is used to develop concepts
- appropriate tables and references are presented
- applications of concepts that represent a variety of careers, student interests, and future needs of students are included
- answers are provided for selected problems

A teacher's edition or manual should accompany the textbook and should:

- provide a variety of instructional strategies and procedures
- provide specific instruction on relevant problem-solving strategies and questioning techniques, relating mastery of concepts to problem applications
- provide material for reteaching and enrichment
- list suggested professional references and supplementary instructional materials
- contain solutions to all exercises in the student text

TEXTBOOKS ADOPTED BY THE STATE BOARD OF EDUCATION

HBJ Advanced Mathematics, a Preparation for Calculus, Revised Edition (TM), Harcourt Brace Jovanovich, Inc.

Introductory Analysis (TM), Houghton Mifflin Company

Merrill Advanced Mathematical Concepts (TM), Merrill Publishing Company

Probability and Statistics

Textbooks for Probability and Statistics should be designed for students who have completed Algebra I, Algebra II, and Geometry. Texts selected should contain sufficient material to adequately address the content of the course and to provide enrichment experiences for average and advanced students.

CRITERIA FOR SELECTING TEXTBOOKS

Textbook selection committees should review texts to ensure that:

- all essential elements of Probability and Statistics are thoroughly covered
- topics are presented in a clear, sequential development
- ample instructional material is provided for concept development
- topics are developed with an emphasis on problem-solving and thinking skills
- ample material for review, maintenance of skills, enrichment, and motivation is provided
- a variety of methods is used to develop concepts
- appropriate tables and references are presented
- ample applications of concepts that represent a variety of careers, student interests, and future needs of students are included
- answers are provided for selected problems

A teacher's edition or manual should accompany the textbook and should:

- provide a variety of instructional strategies and procedures
- provide specific instruction on relevant problem-solving strategies and questioning techniques, relating mastery of concepts to problem applications
- provide material for reteaching and enrichment

- list suggested professional references and supplementary instructional materials

- contain solutions to all exercises in the student text

TEXTBOOKS ADOPTED BY THE STATE BOARD OF EDUCATION

Elementary Statistics, Third Edition (TM), Addison-Wesley Publishing Company, Inc.

Using Statistics, Third Edition (TM), Addison-Wesley Publishing Company, Inc.

Kindergarten Learning Systems (English/Spanish)

The learning systems for kindergarten education should be in two parts, A and B. Part A should consist of a basic system for use in an English kindergarten. Part B should consist of a bilingual (Spanish) component that uses the various materials in the basic system (Part A) and includes additional materials as needed for use in a bilingual (Spanish) kindergarten. Therefore, teachers of English kindergarten would receive Part A only. Bilingual (Spanish) kindergarten teachers would receive Parts A and B.

Part A should consist of the following components:

- a component for instruction in an English oral language program and in an English as a second language program
- a component (English) for language development for use with children who have English as their primary language

Part B should consist of the following components:

- a component for managing instruction in a Spanish oral language program and in an ESL program for Spanish speakers
- a component (Spanish) for language development for use with children who have Spanish as their primary language

The kindergarten learning systems should provide learning experiences that promote a child's intellectual, social, and physical development. The learning experiences should be developmentally appropriate for kindergarten children, not for Grade 1 pupils. Activities should be designed to be taught mainly through oral communication, observation, and maximum involvement of the children, either through physical action or verbal response, rather than through paper/pencil tasks.

The components for Part B should be designed to ensure that students of limited English proficiency (LEP) are afforded the opportunity to experience academic success while acquiring the basic English language skills.

CRITERIA FOR SELECTING KINDERGARTEN LEARNING SYSTEMS

The teacher's manuals for Parts A and B should provide:

- instructions on how to use the manual
- a scope and sequence of concepts and skills
- clearly defined learning objectives
- provisions for addressing different levels and modes of learning

- procedures for teaching
- a list of materials needed to teach the activities
- procedures for diagnosing and assessing concepts and skills
- evaluation strategies
- suggestions for both bilingual and English-only classroom management and organization, including sample schedules
- suggestions for the use of learning centers
- a list of words frequently used in kindergarten in various subject areas to assist the teacher in expanding the vocabulary of the children
- techniques and models for making instructional games and materials
- instructional activities for limited English-proficient students in a developmental sequence from concrete to abstract concepts
- clear directions to the teacher as to how to differentiate the ESL instruction for limited English-proficient students (e.g., within a bilingual program and in an all-English program)
- activities and instruction that focus on skills and information learned in required content areas as the foundation for language development
- charts correlating essential elements with content

In addition to the above mentioned items, the teacher's manual for Part B should provide:

- instructions to students and all teacher/student dialogue in Spanish as well as in English
- a list of words, in Spanish as well as in English, frequently used in kindergarten in various subject areas to assist the teacher in expanding the vocabulary of children
- student materials such as stories, poems, riddles, and songs, in Spanish as well as in English, that reflect an understanding of the cultural heritage of the Mexican American child living in the United States. Direct translations from English to Spanish may not always be appropriate. In those cases, an equivalent activity should be provided.

The learning systems should include support materials that are related to the learning experiences and activities and that are designed as integral and essential parts of the system. Included

in these materials may be such items as single and fold-out pictures, sets of books, records, tapes, posters, story cards, etc. Support materials should be designed to last a minimum of six years and should be packaged for easy access and safekeeping.

CONSIDERATIONS FOR THE LOCAL TEXTBOOK COMMITTEE

Before the committee begins the review process, members should establish the purpose and benefits of a learning system. They should identify any criteria to be considered in the selection process based on identified needs of students in the district.

The committee should have extra time and space to explore Parts A and B as an integrated system. Members who examine Part B must also have access to Part A.

KINDERGARTEN LEARNING SYSTEMS ADOPTED BY THE STATE BOARD OF EDUCATION

Springboards to Learning, Sunrise Edition (Component A), DLM Teaching Resources

Springboards to Learning, Sunrise Edition (Component B), DLM Teaching Resources

Superstart (Component A), School Division/McGraw-Hill Book Company

Un Gran Comienzo (Component B), School Division/McGraw-Hill Book Company

Sunshine Days (Component A), Scott, Foresman and Company

Días de Sol (Component B), Scott, Foresman and Company

Supplementary Prekindergarten Learning Systems (English/Spanish)

Learning systems for prekindergarten education should complement the teacher resource packets for prekindergarten that were adopted under Proclamation 61 and should cover all prekindergarten essential elements. The learning systems should be in two parts, A and B. Part A should consist of a basic system for use in an English prekindergarten. Part B should consist of a bilingual (Spanish) component that uses the various materials in the basic system (Part A) and includes additional materials as needed for use in a bilingual (Spanish) prekindergarten. Therefore, teachers of English prekindergarten would receive Part A only. Bilingual (Spanish) prekindergarten teachers would receive Parts A and B.

Part A should consist of the following components:

- a component for managing instruction in an English oral language program and in an English as a second language program

- a component (English) for language development for use with children who have English as their primary language

Part B should consist of the following components:

- a component for managing instruction in a Spanish oral language program and in an ESL program for Spanish speakers

- a component (Spanish) for language development for use with children who have Spanish as their primary language

The prekindergarten learning systems should provide learning experiences that promote a child's intellectual, motor, and social/emotional development. The learning experiences should be developmentally appropriate for prekindergarten children, not for kindergarten pupils. Activities should be designed to be taught mainly through oral communication, observation, and maximum involvement of the children, either through physical action or verbal response rather than through paper/pencil tasks.

The components for Part B should be designed to ensure that students of limited English proficiency (LEP) are afforded the opportunity to experience academic success while acquiring the basic English language skills.

CONSIDERATIONS FOR THE LOCAL TEXTBOOK COMMITTEE

Before the committee begins the review process, members should establish the purpose and benefits of a learning

system. They should identify any criteria to be considered in the selection process based on identified needs of students in the district.

The committee should have extra time and space to explore Parts A and B as an integrated system. Members who examine Part B must also have access to Part A.

CRITERIA FOR SELECTING SUPPLEMENTARY PREKINDERGARTEN LEARNING SYSTEMS

The teacher's manuals for Parts A and B should provide:

- instructions on how to use the manual
- a scope and sequence of concepts and skills
- clearly defined learning objectives and activities for achieving them
- provisions for addressing different levels and modes of learning
- procedures for teaching
- a list of materials needed to teach the activities
- procedures for diagnosing and assessing concepts and skills
- evaluation strategies
- suggestions for both bilingual and English-only classroom management and organization, including sample schedules
- suggestions for the use of learning centers
- a list of words frequently used in prekindergarten in various subject areas to assist the teacher in expanding the vocabulary of children
- techniques and models for making instructional games and materials
- instructional activities for limited English-proficient students in a developmental sequence from concrete to abstract
- clear directions to the teacher as to how to differentiate the ESL instruction for limited English-proficient students (e.g., within a bilingual program and in an all-English program)
- activities and instruction that focus on skills and information learned in required content areas as the foundation for language development

In addition to the above mentioned items, the teacher's manual for Part B should provide:

- instructions to students and all teacher/student dialogue in Spanish as well as in English

- a list of words, in Spanish as well as in English, frequently used in prekindergarten in various subject areas to assist the teacher in expanding the vocabulary of children

- student materials such as stories, poems, riddles, and songs, in Spanish as well as in English, that provide an understanding of the cultural heritage of the Mexican American child living in the United States. Direct translations from English to Spanish may not always be appropriate. In those cases, an equivalent activity should be provided.

The learning systems should include multimedia materials that are related to the learning experiences and activities and that are designed as integral and essential parts of the system. Multimedia materials should be designed to last a minimum of six years and should be packaged for easy access and safekeeping.

SUPPLEMENTARY PREKINDERGARTEN LEARNING SYSTEMS ADOPTED BY THE STATE BOARD OF EDUCATION

Milestones, Materials and Manipulatives (Component A), DLM Teaching Resources

Milestones, Materials and Manipulatives (Component B), DLM Teaching Resources

Crosscuts (Component A), Nelson-Remington Publishing Company

Crosscuts (Component B), Nelson-Remington Publishing Company

Introductory Physical Science

Textbooks for Introductory Physical Science should present a combination of content and activities designed to facilitate student acquisition of physical science through practical applications. These applications should enable students to develop a greater understanding of themselves and effective ways to live in society, as they make reasonable career choices and wise consumer decisions.

CRITERIA FOR SELECTING TEXTBOOKS

The textbooks for Introductory Physical Science should present content and the application of that content in sufficient depth appropriate for high school-level instruction. The coverage of content should be appropriate for students enrolled in an introductory course and in sufficient detail to promote a thorough understanding of scientific principles and their applications.

The textbooks should include material on:

- matter
- atomic structure
- chemical nature of matter
- electricity
- magnetism
- heat energy
- mechanical energy
- waves
- sound energy
- electromagnetic energy
- nuclear chemistry
- organic chemistry
- application of physical science principles
- appropriate vocation and avocation information relating to the physical sciences

The textbooks should provide:

- thorough coverage of the essential elements of instruction for Introductory Physical Science
- sufficient instructional material for two semesters of study
- a readability level appropriate for students enrolled in the course
- appropriate safety instructions and precautions
- information on career opportunities in science and technology
- instructional materials organized in a sequence designed to promote the development of student thinking skills
- mathematical problems that support the chemical concepts being presented. These problems should require reasoning from a physical science concept and its applications rather than the manipulation of a mathematical formula.

The teacher's edition should:

- give essential background information needed to teach the specific instructional unit or chapter
- outline a scope and sequence of concepts
- define learning objectives and suggest instructional strategies for achieving them
- suggest a variety of laboratory activities including confirmatory and inquiry activities
- describe appropriate safety precautions for each of the laboratory activities
- describe the safe and proper disposal of chemical waste for each laboratory activity requiring the use of chemicals
- provide a bibliography of professional and student supplementary materials

TEXTBOOKS ADOPTED BY THE STATE BOARD OF EDUCATION

Introduction to Physical Science (TE), Addison-Wesley Publishing Co., Inc.

Concepts and Challenges in Physical Science (TRB), Globe Publishing Company

Scott, Foresman Physical Science (TAE), Scott, Foresman Publishing Company

Physical Science

Textbooks for Physical Science should present content designed to guide students toward discovery of the basic principles and processes of physical science and to provide experiences in the study of the structure and behavior of matter.

CRITERIA FOR SELECTING TEXTBOOKS

The content should be presented in a manner that provides students academic orientation to physical science concepts, as well as to their applications in everyday life.

The textbooks for Physical Science should present content in sufficient depth appropriate for high school-level instruction.

The textbooks should include material on:

- matter
- atomic structure
- chemical nature of matter
- electricity
- magnetism
- heat energy
- motion
- work and energy
- waves
- sound energy
- electromagnetic energy
- nuclear chemistry
- organic chemistry

The textbooks should provide:

- thorough coverage of the essential elements of Physical Science
- sufficient instructional material for two semesters of study
- a readability level appropriate for students enrolled in the course

- appropriate safety instructions and precautions
- information on career opportunities in science and technology
- instructional materials organized in a sequence designed to promote the development of student thinking skills
- mathematical problems that support the chemical concepts being presented. These problems should require reasoning from a physical science concept rather than the manipulation of a mathematical formula.

The teacher's edition should:

- give essential background information needed to teach the specific instructional unit or chapter
- outline a scope and sequence of concepts
- define learning objectives and suggest instructional strategies for achieving them
- suggest a variety of laboratory activities including confirmatory and inquiry activities
- describe appropriate safety precautions for each of the laboratory activities
- describe the safe and proper disposal of chemical waste for each laboratory activity requiring the use of chemicals
- provide a bibliography of professional and student supplementary materials

TEXTBOOKS ADOPTED BY THE STATE BOARD OF EDUCATION

Physical Science (TE), Addison-Wesley Publishing Company, Inc.

Heath Physical Science (TE2), D.C. Heath and Company

Holt Physical Science (TE), Holt, Rinehart and Winston, Inc.

Macmillan Physical Science (TAE), Macmillan Publishing Company

Focus on Physical Science (TAE), Charles E. Merrill Publishing Company

Prentice-Hall Physical Science (ATE/TRB) Prentice Hall Allyn and Bacon

Silver Burdett and Ginn Physical Science (TE), Silver Burdett and Ginn

Economics

Textbooks for Economics (with Emphasis on the Free Enterprise System and its Benefits) for Grades 11-12 should include material to assist students to understand the United States free enterprise system and its benefits, acquire and apply economic knowledge and skills, understand the economic relationship of the United States with the world, understand selected aspects of international economic relationships, and acquire competencies and knowledge of practical economic functions.

CRITERIA FOR SELECTING TEXTBOOKS

The textbooks should include content on:

- the American free enterprise system
- government in the American economic system
- the American economic system and international economic relations
- consumer economics

Content should be presented in sufficient depth and scope to provide a basis for:

- developing attitudes and values relating to democratic beliefs
- supporting the American free enterprise system
- developing and applying social studies skills including those related to critical thinking, decision making, and problem solving

Textbooks should:

- include sufficient instructional materials for a semester of study
- have a readability level appropriate to high school students enrolled in the course
- include primary and secondary source materials organized to assist students in learning and applying thinking skills
- include visual materials that are informative, clearly related to the content, and placed where they can be easily used in conjunction with the text materials

- provide case studies, data, and visuals on local, state, national, and international economic issues, problems, and situations

- include a variety of end-of-chapter and/or unit learning activities

A teacher's edition should accompany the textbook and should:

- provide essential background information to teach specific instructional chapters or units

- include goals and objectives for the instructional materials in the student book

- suggest a variety of instructional strategies and procedures for adapting instruction to varying levels of student abilities

- provide suggestions for teaching primary and secondary source materials

- provide information on various means of assessing student progress and mastery of course content

- list suggested professional and student readings and supplementary instructional materials

TEXTBOOKS ADOPTED BY THE STATE BOARD OF EDUCATION

Economics and Free Enterprise (ATE), Addison-Wesley Publishing Company, Inc.

Economics: Free Enterprise in Action (ATE/M), Harcourt Brace Jovanovich, Inc.

Economics for Decision Making (TAE/TRB), D. C. Heath and Company

Economics: Principles and Practices (TAE), Charles E. Merrill Publishing Company

Invitation to Economics (TAE), Scott, Foresman and Company

Economics: The Free Enterprise System (TE/TRG), South-Western Publishing Company

Social Studies Basic Learning Systems, Grades 1-2 (English/Spanish)

Learning systems for social studies, Grades 1 and 2, must be in two parts, A and B. Part A of each grade level system should consist of a basic system for use in English social studies classes. Part B should consist of a bilingual (Spanish) component that uses the various materials in the basic system (Part A) and includes additional materials as needed for use in a bilingual (Spanish) social studies class. Therefore, teachers of English social studies would receive Part A only. Bilingual (Spanish) social studies teachers would receive Parts A and B.

The systems should provide learning experiences for all students that lead to acquisition and development of knowledge, attitudes, and skills essential for participation in a democratic society.

The organizational sequence of content should begin with students' immediate environment (home, family, school) and expand to the community as students move from one level to the next. Concepts should be developed from concrete to abstract and skills from simple to complex.

CRITERIA FOR SELECTING A LEARNING SYSTEM

The basic learning systems should include:

- coverage of the essential elements of instruction (may be included in any part of the system)
- a variety of student instructional resources. (Student textbooks are not required but may be included in hard or softbound covers not to exceed 12 per system.)
- instructional materials and activities organized to promote sequential development of geographic and social studies skills
- instructional activities for the development of critical thinking skills, including problem solving and decision making for students at all ability levels
- printed matter at an appropriate readability level for each grade. (Social studies learning systems, Grades 1-2, are not subject to the designation of a readability level.)

Teacher's Manual (English)--Part A

Each learning system for Grades 1-2, Part A, should include a comprehensive teacher's manual to be used with the basic learning system only. The teacher's manual should include:

- a rationale for studying social studies in the elementary curriculum
- a management plan that includes suggestions for short- and long-term planning of instruction
- instructions on how to use the system
- essential background information needed to teach the content, concepts, and skills and to interpret instructional needs of students at this particular developmental stage
- a clearly defined scope and sequence of learning objectives
- a variety of suggestions and activities for achieving the objectives including model lessons and units
- instructional strategies and procedures for adapting instruction to accommodate students with varied interests, abilities, and special needs
- strategies and procedures for extending instruction and for reteaching students
- a variety of evaluation strategies designed to assess student progress (including assessments that are observations or products)
- annotated bibliography of professional and student books and materials
- suggestions for integrating social studies with other subjects as appropriate
- strategies for teaching critical thinking skills (including problem solving and decision making)
- an inventory of items in the system
- the Texas state song and pledge, the National Anthem, and the Pledge of Allegiance with annotations and/or other information for teaching about their significance and meaning

Bilingual (Spanish) Component--Part B

Social studies learning systems for use in bilingual education programs should be designed to ensure that students of limited English proficiency (LEP) are afforded the opportunity to experience academic success while acquiring the basic English language skills. These learning systems should provide quality instructional materials in the student's primary language.

All English language student materials contained in the basic learning system should be provided in the Spanish version, Part B. Literal translations from English to Spanish are often not appropriate, and consideration should be given to an equivalent activity. All Spanish materials should provide an understanding of the cultural heritage of the Mexican American child living in the United States.

A comprehensive teacher's manual shall be available in a Spanish version and appropriate for use with both Parts A and B. The manual should include all of the items listed for the Part A teacher's manual and these additional items:

- teacher/student dialogue and teacher-oriented instructions to students in both Spanish and English
- instructions on how to modify methods, pace instruction, and/or materials to ensure mastery of the social studies content
- student materials such as stories, poems, songs, and other relevant items in both Spanish and English
- The Texas state pledge and the Pledge of Allegiance in Spanish with annotations and/or other information for teaching about their significance
- the Texas state song and National Anthem in English with explanations in Spanish

CONSIDERATIONS FOR THE LOCAL TEXTBOOK COMMITTEE

Before the committee begins the review process, members should establish the purpose and benefits of a learning system. They should identify any criteria to be considered in the selection process based on identified needs of students in the district.

The committee should have extra time and space to explore Parts A and B as an integrated system. Members who examine Part B must also have access to Part A.

LEARNING SYSTEMS ADOPTED BY THE STATE BOARD OF EDUCATION

Grade 1

HBJ Social Studies Learning System 1 Treasure Chest: Families, (Component A), Harcourt Brace Jovanovich, Inc.

HBJ Social Studies Learning System 1 Treasure Chest: Familias, (Component B), Harcourt Brace Jovanovich, Inc.

Homes and Neighborhoods Learning System for Grade 1, (Component A), D. C. Heath and Company

Hogares y Vecindarios Learning System for Grade 1, (Component B), D. C. Heath and Company

Primary Social Studies Level A, (Component A), Nystrom Division/Herff Jones, Inc.

Primary Social Studies Level A, (Component B), Nystrom Division/Herff Jones, Inc.

Scott, Foresman Social Studies Learning System Part A, Grade 1 (Component A), Scott, Foresman and Company

Scott, Foresman Social Studies Learning System Part B, Grade 1, (Component B), Scott, Foresman and Company

Silver Burdett and Ginn Social Studies Basic Learning System: Families and Their Needs, (Component A), Silver Burdett and Ginn

Silver Burdett and Ginn Estudios Sociales Familias y Sus Necesidades, (Component B), Silver Burdett and Ginn

Grade 2

HBJ Social Studies Learning System 2 Treasure Chest: Neighborhoods, (Component A), Harcourt Brace Jovanovich, Inc.

HBJ Social Studies Learning System 2 Treasure Chest: Vecindarios, (Component B), Harcourt Brace Jovanovich, Inc.

Neighborhoods and Communities: Learning System for Grade 2, (Component A), D. C. Heath and Company

Vecindarios y Comunidades: Learning System for Grade 2, (Component B), D. C. Heath and Company

Primary Social Studies Level B, (Component A), Nystrom Division/Herff Jones, Inc.

Primary Social Studies Level B, (Component B), Nystrom Division/Herff Jones, Inc.

Scott, Foresman Social Studies Learning System Part A, Grade 2, (Component A), Scott, Foresman and Company

Scott, Foresman Social Studies Learning System Part B, Grade 2, (Component B), Scott, Foresman and Company

Silver Burdett and Ginn Social Studies Basic Learning System: Communities and Their Needs, (Component A), Silver Burdett and Ginn

Silver Burdett and Ginn Estudios Sociales Comunidades y Sus Necesidades, (Component B), Silver Burdett and Ginn

Social Studies, Grades 3-6 (English)

Textbooks for social studies, Grades 3-6, should provide learning experiences for all students that will lead them to the acquisition and development of knowledge, skills, and attitudes essential for participation in a democratic society.

CRITERIA FOR SELECTING TEXTBOOKS

Textbooks should provide:

- instruction in the essential elements for each grade level
- sufficient instructional material for a full year's study for each grade
- readability of printed matter appropriate for each grade level as determined by the Harris-Jacobson Readability Formula
- activities for learning in large and small groups as well as through individual study
- instructional materials organized in a sequence designed to develop geographical and social studies skills
- instructional activities that promote the development of critical thinking skills, including problem solving and decision making for students at all ability levels
- biographical sketches and special interest stories to motivate student learning
- at Grades 3 and 4, the National Anthem and the Pledge of Allegiance with annotations and/or other information that explain their significance and meaning
- at Grade 5, the National Anthem, the Pledge of Allegiance, the Declaration of Independence, and the United States Constitution including the Bill of Rights in their entirety with annotations or other information that explain their significance and meaning; other historical documents and readings (in entirety or excerpted) that exemplify historical, patriotic, and civic principles of American heritage may be included (these may be modified or annotated)
- at Grade 6, historical documents and readings such as the Magna Carta, English Bill of Rights, etc. (either in entirety or excerpted) that relate to the American heritage (these may be modified or annotated)

A teacher's manual should accompany the textbook and should provide:

- a rationale for studying social studies in the elementary curriculum
- instructions on how to use the teacher's edition and the textbook
- essential background information needed to teach content, concepts, and skills
- clearly defined scope and sequence of learning objectives
- strategies and procedures for adapting instruction for students with varied interests, abilities, and needs
- strategies for extending instruction and reteaching students
- a variety of evaluation strategies to assess student progress
- an annotated bibliography of professional and student books and/or materials
- suggestions for integrating instruction in social studies with other subjects as appropriate
- strategies for teaching critical thinking skills including problem solving and decision making
- at Grades 3, 4, and 5, the Texas state song and pledge

TEXTBOOKS ADOPTED BY THE STATE BOARD OF EDUCATION

Grade 3

HBJ Social Studies: Communities Landmark Edition (TE), Harcourt Brace Jovanovich, Inc.

Communities Large and Small (TE2), D. C. Heath and Company

Scott, Foresman Social Studies Grade 3: Communities Near and Far (TAE), Scott, Foresman and Company

Silver Burdett and Ginn Social Studies: Our Country's Communities (TE), Silver Burdett and Ginn, Inc.

Grade 4

HBJ Social Studies: Texas, the United States, and the World Landmark Edition (TE), Harcourt Brace Jovanovich, Inc.

Texas Past To Present (TE2), D. C. Heath and Company

Scott, Foresman Social Studies Grade 4: Texas the Study of Our State (TAE), Scott, Foresman and Company

Silver Burdett and Ginn Social Studies: Texas Yesterday and Today (TE), Silver Burdett and Ginn

Grade 5

HBJ Social Studies: The United States, Its History and Neighbors Landmark Edition (TE), Harcourt Brace Jovanovich, Inc.

The United States Past to Present (TE2), D.C. Heath and Company

Our Nation, Our World: United States Our Nation and Neighbors (ATE/TRN), School Division/McGraw-Hill Book Company

Scott, Foresman Social Studies Grade 5: America Yesterday and Today (TAE), Scott, Foresman and Company

Silver Burdett and Ginn Social Studies: The United States Yesterday and Today (TE), Silver Burdett and Ginn, Inc.

Grade 6

HBJ Social Studies: The World Past and Present Landmark Edition (TE), Harcourt Brace Jovanovich, Inc.

The World Past to Present (TE2), D. C. Heath and Company

Our Nation, Our World: The World (ATE/TRN), School Division/McGraw-Hill Book Company

Scott, Foresman Social Studies Grade 6: Our World Yesterday and Today (TAE), Scott, Foresman and Company

Silver Burdett and Ginn Social Studies: The World Yesterday and Today (TE), Silver Burdett and Ginn, Inc.

Social Studies, Grades 3-5 (Spanish)

Social studies, Grades 3-5, textbooks for use in bilingual education programs should provide learning experiences that will lead students to the acquisition and development of knowledge, skills, and attitudes essential for participation in a democratic society.

The textbooks should be designed to ensure that students of limited English proficiency are afforded the opportunity to experience academic success while acquiring the basic English language skills. The textbooks should provide quality instructional materials in the student's primary language.

All student materials contained in the English social studies textbooks, Grades 3-5, should be provided in the Spanish texts. Literal translations from English to Spanish are often not appropriate, and consideration should be given to an equivalent activity. All Spanish materials should provide an understanding of the cultural heritage of the Mexican American child living in the United States.

CRITERIA FOR SELECTING TEXTBOOKS

Textbooks should provide:

- instruction in the essential elements for each grade level
- sufficient instructional material for a full year's study for each grade
- readability of printed matter appropriate for each grade level. (Readability formulas do not apply to Spanish materials.)
- activities for learning in large and small groups as well as through individual study
- instructional materials organized in a sequence designed to develop geographical and social studies skills
- instructional activities that promote the development of critical thinking skills, including problem solving and decision making for students at all ability levels
- biographical sketches and special interest stories to motivate student learning
- at Grades 3 and 4, the Pledge of Allegiance in Spanish with annotations and/or other information for teaching its significance and meaning
- at Grade 5, the Pledge of Allegiance in Spanish

- at Grade 5, the Declaration of Independence and the United States Constitution including the Bill of Rights in their entirety, in English, with annotations or other information in Spanish that explains their significance and meaning

- at Grade 5, other historical documents and readings (in entirety or excerpted) that exemplify historical, patriotic, and civic principles of American heritage may be included. (These may be modified or annotated.) The historical documents and readings may be translated into Spanish at the publisher's discretion. However, explanatory notes or annotations must be in Spanish.

A teacher's manual should accompany each textbook and should provide:

- a rationale for studying social studies in the elementary curriculum

- instructions on how to use the teachers' edition and the textbook

- essential background information needed to teach content, concepts, and skills

- clearly defined scope and sequence of learning objectives

- strategies and procedures for adapting instruction for students with varied interests, abilities, and needs

- strategies for extending instruction and reteaching students

- a variety of evaluation strategies to assess student progress

- an annotated bibliography of professional and student books and/or materials

- suggestions for integrating instruction in social studies with other subjects as appropriate

- strategies for teaching critical thinking skills including problem solving and decision making

- teacher/student dialogue and teacher-oriented instructions to students in Spanish

- at Grades 3-5, the Texas state pledge in Spanish with annotations and/or other information for teaching about its significance and meaning

- the Texas state song and the National Anthem in English with explanations in Spanish

- teaching activities about significant Hispanic individuals and their contributions to Texas and United States history

. pacing instructions and materials to ensure that limited English proficient students master the social studies content

TEXTBOOKS ADOPTED BY THE STATE BOARD OF EDUCATION

Grade 3

HBJ Estudios Sociales: Comunidades Landmark Edition (TE), Harcourt Brace Jovanovich, Inc.

Comunidades Grandes y Pequeñas (TE2), D. C. Heath and Company

Scott, Foresman Spanish Social Studies: Comunidades Cercanas y Lejanas (TAE), Scott, Foresman and Company

Silver Burdett and Ginn Estudios Sociales: Comunidades de Nuestro País (TE), Silver Burdett and Ginn, Inc.

Grade 4

HBJ Estudios Sociales: Texas, Los Estados Unidos y El Mundo Landmark Edition (TE), Harcourt Brace Jovanovich, Inc.

Texas del Pasado al Presente (TE2), D. C. Heath and Company

Scott, Foresman Spanish Social Studies: Texas Estudio de Nuestro Estado (TAE), Scott, Foresman and Company

Silver Burdett and Ginn Estudios Sociales: Texas Ayer y Hoy (TE), Silver Burdett and Ginn, Inc.

Grade 5

HBJ Estudios Sociales: Los Estados Unidos Su Historia y Sus Veciños Landmark Edition (TE), Harcourt Brace Jovanovich, Inc.

Los Estados Unidos del Pasado al Presente (TE2), D. C. Heath and Company

Scott, Foresman Spanish Social Studies Grade 5: Norte America Ayer y Hoy (TAE), Scott, Foresman and Company

Silver Burdett and Ginn Estudio Sociales: Estados Unidos Ayer y Hoy (TE), Silver Burdett and Ginn, Inc.